



# Newberries Primary School – History Overview Cycle A



## Foundation Stage

Year R

### Autumn

How have I changed since I was a baby?

**Communication and Language**

- How have I changed since I was a baby?
- Reading Opportunity past events - *When I was Little Like You.*

**People and Communities**

- What did our parents look like when they were babies?

**Skills**

- Question why things happen and begin to give explanations.
- Shows interest in the lives of people who are familiar with them.
- Children talk about past and present events in their own lives and the lives of family members.

### Spring

Why do we wear different clothes at different times of the year?

**Communication and Language**

- What clothes do we wear in Spring, Summer, Autumn, Winter?
- What clothes do we wear during the day? Eg – Pyjamas, school uniform, P.E. kit.

**People and Communities**

- Do we wear special clothes for family/religious events?

**Skills**

- Use everyday language related to time.
- Children answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Develop idea of changes over time. – eg. The seasons, growth, decay.

### Summer

What are our favourite celebrations each year?

**Communication and Language**

- When are our Birthdays?

**People and Communities**

- Which celebrations do we enjoy in our setting?
- Which festivals do we enjoy celebrating with our families?

**Skills**

- Remembers and talks about significant events in their own lives.
- Enjoys joining in with family customs and routines.
- Recognise or describe special times or events for family or friends.
- Extend vocab with use of historical words, exploring meaning and sounds of new words - eg. Past, present.

KS1			
Year 1	Autumn	Spring	Summer
	<p><b>Events from and beyond living memory</b></p> <p><b>Changes –Great Fire of London</b></p> <p><b>Lives of significant individuals</b></p> <ul style="list-style-type: none"> <li>• Samuel Pepys</li> <li>• Louis Braille</li> <li>• Significant Events: Great Fire of London – effect on homes</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Recognise the difference between past and present.</li> <li>• Sequence artefacts from distinctly different periods of time.</li> <li>• Use stories to encourage children to distinguish between fact or fiction.</li> </ul>	<p><b>Events from within living memory</b></p> <p><b>History of Toys</b></p> <ul style="list-style-type: none"> <li>• Lives of significant individuals</li> <li>• Ole Kit Christiansen</li> <li>• Locality</li> <li>• Denmark</li> <li>• Lego in UK</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Find answers to simple questions about the past.</li> <li>• Compare adults talking about the past – how reliable are their memories?</li> </ul>	<p><b>Events from and beyond living memory</b></p> <p><b>Hertfordshire</b></p> <p>Battle St Albans (War of Roses)</p> <p>Changing role of the River Thames</p> <ul style="list-style-type: none"> <li>• The Nicky Line and Local Railways.</li> </ul> <p><b>Lives of significant individuals</b></p> <ul style="list-style-type: none"> <li>• St Alban</li> <li>• Doctor Beaching</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Sequence key events in their lives.</li> <li>• Match objects to people of different ages</li> <li>• Recount key events from stories about the past.</li> </ul>
Year 2	Autumn	Spring	Summer
	<p><b>Events from and beyond living memory</b></p> <p><b>Changes –Great Fire of London</b></p> <p><b>Lives of significant individuals</b></p> <ul style="list-style-type: none"> <li>• Samuel Pepys</li> <li>• Louis Braille</li> <li>• Significant Events: Great Fire of London – effect on homes</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Identify differences between ways of life at different times.</li> <li>• Sequence artefacts closer together in time.</li> <li>• Compare 2 versions of a past event.</li> </ul>	<p><b>Events from within living memory</b></p> <p><b>History of Toys</b></p> <ul style="list-style-type: none"> <li>• Lives of significant individuals</li> <li>• Ole Kit Christiansen</li> <li>• Locality</li> <li>• Denmark</li> <li>• Lego in UK</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Use a source – observe/ handle sources to make basic observations.</li> <li>• Compare pictures/ photographs of people or events in the past.</li> <li>• Discuss basic reliability of stories.</li> <li>• Recognise why people did things and what happened as a result.</li> </ul>	<p><b>Events from and beyond living memory</b></p> <p><b>Hertfordshire</b></p> <ul style="list-style-type: none"> <li>• Battle St Albans (War of Roses)</li> <li>• Changing role of the River Thames</li> <li>• The Nicky Line and Local Railways.</li> </ul> <p><b>Lives of significant individuals</b></p> <ul style="list-style-type: none"> <li>• St Alban</li> <li>• Doctor Beaching</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Sequence photographs or mementos from different periods of their lives.</li> <li>• Describe memories of key events in their lives.</li> </ul>

KS2			
Year 3	Autumn	Spring	Summer
	<p><b>Stone Age</b></p> <p>Stone age houses</p> <ul style="list-style-type: none"> <li>• Hunting / Tools</li> <li>• Art and culture</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Place time studied on a timeline.</li> <li>• Find out about everyday lives of people in time studied.</li> <li>• Compare with our life today.</li> <li>• Use library/internet for research.</li> </ul>	<p><b>Iron Age</b></p> <ul style="list-style-type: none"> <li>• Who was here before me?</li> <li>• Iron Age hill forts</li> <li>• Tribal kingdoms</li> <li>• Farming</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Sequence events in time.</li> <li>• Identify reasons for and results of people's actions.</li> <li>• Use a range of sources to find out about the period.</li> </ul>	<p><b>The Roman Empire and its Impact on Britain</b></p> <ul style="list-style-type: none"> <li>• Julius Caesar's attempted invasion in 55-54 BC</li> <li>• the Roman Empire by AD 42 and the power of its army</li> <li>• successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>• British resistance, e.g. Boudicca</li> <li>• "Romanisation" of Britain</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Look at representations of the period – eg. Museums, archaeological finds.</li> <li>• Observe small details in artefacts and pictures.</li> <li>• Distinguish between different sources - Compare different versions of the same story.</li> </ul>
Year 4	Autumn	Spring	Summer
	<p><b>Stone Age</b></p> <p>Stone age houses</p> <ul style="list-style-type: none"> <li>• Hunting / Tools</li> <li>• Art and culture</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Place time studied on a timeline.</li> <li>• Find out about everyday lives of people in time studied.</li> <li>• Compare with our life today.</li> <li>• Use library/internet for research. Use relevant material to understand one aspect of life in time past.</li> </ul>	<p><b>Iron Age</b></p> <ul style="list-style-type: none"> <li>• Who was here before me?</li> <li>• Iron Age hill forts</li> <li>• Tribal kingdoms</li> <li>• Farming</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Sequence events in time.</li> <li>• Identify reasons for and results of people's actions.</li> <li>• Use a range of sources to find out about the period. Use evidence to build up a picture of an event in time.</li> </ul>	<p><b>The Roman Empire and its Impact on Britain</b></p> <ul style="list-style-type: none"> <li>• Julius Caesar's attempted invasion in 55-54 BC</li> <li>• the Roman Empire by AD 42 and the power of its army</li> <li>• successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>• British resistance, e.g. Boudicca</li> <li>• "Romanisation" of Britain</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Look at representations of the period – eg. Museums, archaeological finds.</li> <li>• Observe small details in artefacts and pictures.</li> <li>• Distinguish between different sources - Compare different versions of the same story.</li> </ul>

Year 5	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<p><b>Victorians</b></p> <ul style="list-style-type: none"> <li>Industrial Revolution – Rises of the Factories</li> <li>Inventions and scientists</li> <li>Queen Victoria since World War 1/2?</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Know and sequence key events.</li> <li>Study differences between men and women –eg. treatment/ involvement.</li> <li>Use evidence to build up a picture of a past event.</li> <li>Offer reasons for different versions of events.</li> <li>Begin to identify primary and secondary sources.</li> </ul>	<p><b>Egypt</b></p> <ul style="list-style-type: none"> <li>Locate Egypt and its cities</li> <li>How does the location of the river affect trade?</li> <li>The Aswan Dam and the Nile Delta</li> </ul> <p><b>Early Civilisation</b></p> <ul style="list-style-type: none"> <li>Ancient Egypt</li> <li>Why are there pyramids?</li> <li>What have they done for us?</li> <li>What remains?</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Compare life in early and late times studied.</li> <li>Use the library and internet for research with increasing confidence, selecting relevant sections of info.</li> <li>Examine cause and results of great events and impact on people.</li> <li>Use a range of sources to gain a greater understanding of the period.</li> </ul>	<p><b>Women's Suffrage -</b></p> <ul style="list-style-type: none"> <li>Key figures in the Women's Suffrage Movement in Britain.</li> <li>Suffragists and suffragettes.</li> <li>Britain's treatment of women before and after the suffrage movement.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Use relevant terms and period labels for different times in history.</li> <li>Make comparisons between different times in the past.</li> <li>Compare aspects of life in different periods.</li> <li>Study aspects of different people.</li> <li>Compare accounts of events from different sources – reliability.</li> </ul>
Year 6	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<p><b>Victorians</b></p> <ul style="list-style-type: none"> <li>Industrial Revolution – Rises of the Factories</li> <li>Inventions and scientists</li> <li>Queen Victoria since World War 1</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Sequence up to 10 events on a timeline.</li> <li>Find out about beliefs/behaviours of people, recognising that not everyone shares the same views/ feelings.</li> </ul>	<p><b>Egypt</b></p> <ul style="list-style-type: none"> <li>Locate Egypt and its cities</li> <li>How does the location of the river affect trade?</li> <li>The Aswan Dam and the Nile Delta</li> </ul> <p><b>Early Civilisation</b></p> <ul style="list-style-type: none"> <li>Ancient Egypt</li> <li>Why are there pyramids?</li> <li>What have they done for us?</li> <li>What remains?</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Use relevant dates and terms.</li> </ul>	<p><b>Women's Suffrage -</b></p> <ul style="list-style-type: none"> <li>Key figures in the Women's Suffrage Movement in Britain.</li> <li>Suffragists and suffragettes.</li> <li>Britain's treatment of women before and after the suffrage movement.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Place current time on a timeline in relation to other aspects of the study.</li> <li>Compare beliefs and behaviour in different periods.</li> <li>Show key dates/characters/events of</li> </ul>

	<ul style="list-style-type: none"><li>• Recognise primary and secondary sources and take that into account when interpreting.</li><li>• Write an explanation of a past event, describing its causes and effects using evidence to support.</li><li>• Be aware that different evidence will lead to different conclusions.</li><li>• Consider ways of checking the accuracy of interpretations – reliability/opinions.</li></ul>	<ul style="list-style-type: none"><li>• Confidently use a range of tools for research, filtering out irrelevant material – eg text books, internet.</li><li>• Bring knowledge gathered from several sources together.</li></ul>	<p>time studied.</p> <ul style="list-style-type: none"><li>• Use a range of sources to find out about an aspect of time past.</li><li>• Link sources together to help make conclusions.</li></ul>
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